



**School Improvement Plan
for Student Achievement 2018-2019
Wellness**

School: Maynard Public School

Principal: M. Lindsay

Goal Setting

Overall Goal: To create a school environment with a culture of kindness where all students feel a sense of belonging.

Needs Assessment / Where Are We Now?

Goal Three for the Director’s Work Plan 2018-19, outlines our overall goal to “Increase students’ ability to deal with stress”. We need to create an environment where students feel valued and supported by ensuring they have a voice, feel in control, and can act as agents of change. By creating an environment where students can feel connected to their learning, the school, and their community we can reduce the number of students who experience avoidable stress at school, and can increase the number of students who feel capable of positively managing stress.

1st CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018

If we use a school wide approach to explicitly teach kindness more students will feel a sense of belonging in their classroom and school community.

	<p align="center">Pre: Quantitative Evidence Due: October 12, 2018</p> <ul style="list-style-type: none"> There is not currently a school wide approach to teaching social emotional skills. Many classrooms are engaging in a variety of activities around anti-bullying, self-regulation, and character education, but there is not a coordinated school-wide plan or common language. In October 2018, 30% of classrooms have visible evidence (anchor charts, success criteria, visuals) of instruction related to social emotional skills. 18% of students surveyed in March 2018 indicated that they have been bullied at school in the past. 	<p align="center">Mid: Quantitative Evidence Due: November 16, 2018</p> <ul style="list-style-type: none"> Staff committed to adopting a school-wide approach to teaching social emotional skills through kindness for the year. 100% of classrooms launched the kindness challenge on November 13th (World Kindness Day). In November 2018, 70% of classrooms have visible evidence of instruction related to social emotional skills. <p align="center">Samples of evidence of Instruction</p>	<p align="center">Post: Quantitative Evidence: Due: February 8, 2019</p> <ul style="list-style-type: none"> 100% of staff have adopted a school-wide approach to teaching social emotional skills through kindness for the year. Educators have planned and delivered lessons from the “Kindness Curriculum” (at minimum- one lesson per month). In January 2019, 100% of classes have visible evidence of instruction related to social emotional skills. In January 2019, 100% of educators have evidence of success criteria that have been co-created with their students about being kind.
	<p align="center">Qualitative Anecdote Due: October 12, 2018</p> <ul style="list-style-type: none"> Students can use the “language” of various programs that have been taught in the past and can discuss strategies, but don’t always apply the skills independently in social situations. Students often treat their “friends” differently than other members of the classroom / school community. Students and staff do not have a common language to use when teaching and learning about social emotional skills. 	<p align="center">Qualitative Anecdote Due: November 16, 2018</p> <ul style="list-style-type: none"> Students have begun to use the language of “kindness” in a variety of classrooms. With the support of educators, they are beginning to identify when kindness is evident in the classrooms. (e.g., “I bet that filled your bucket”, “... was kind when she helped me with my math”). Educators on the primary yard have noted that students are beginning to identify issues on the playground as “unkind”, rather than “bullying”. All staff have a common language to teach and recognize kindness. 	<p align="center">Qualitative Anecdote Due: February 8, 2019</p> <ul style="list-style-type: none"> The language of kindness is prevalent throughout the school (within classrooms and on the playground). Staff continue to use a common language and approach to teach kindness. Staff are incorporating “kindness” into various curriculum areas; e.g., grade 5/6 novel study of “Wonder”. There has been a reduction in office referrals related to classroom and yard behavior between students.

Plan Due: October 12, 2018

During the learning team meeting, a plan to explicitly teaching kindness was selected as a focus for the year. The wellness learning team explored the *Kindness in the Classroom* curriculum for social emotional learning for their specific grades (JK/SK, 1/2, and 5/6). This resource will be shared with all staff on October 26th, 2018 and will be the primary resource for our teaching and learning this year.

The team brainstormed a variety of activities that could be completed in classrooms to introduce the school wide learning focus on “kindness”. These activities will be shared with all staff. The team researched and located school “read alouds” (K-6) that staff can use throughout the year to teach kindness. The wellness learning team committed to plan a “Maynard Kindness Challenge” to be shared with staff on October 26th, 2018.

Act Due: October 12, 2018

- All staff will commit to teaching the *Kindness in the Classroom* curriculum to explicitly teach students about kindness during the 2018-19 school year.
- All classes will complete an activity to introduce kindness as our learning focus for wellness (e.g., The Wrinkled Heart: “before you speak, think and be smart. Its’s hard to fix a wrinkled heart”). This will be completed in November 2018.
- All classes will take part in the “Maynard Kindness Challenge” to be kicked off on November 13th, 2018 – World Kindness Day.
- All classes will co-construct the success criteria for “what counts, matters, and is important about being kind”. This will be completed by December 21st, 2018 and posted in all classrooms. The criteria will evolve throughout the year as students learn more.
- A Student Council “Kindness” sub-committee will be formed and led by Mrs. Foxton. Students will plan school wide events and activities related to kindness.
- Inspirational quotes will be ready daily on the announcements about being kind.
- Bulletin boards will be created in the school to showcase “kindness”. A student recognition process will be established.
- Information will be shared with families in monthly newsletters.

Assess Due: November 16, 2018 & February 8, 2019

- All staff explored the *Kindness in the Classroom* curriculum on October 26th and have committed to explicitly teach students about kindness during the 2018-19 school year (at minimum, one lesson per month).
- All classes have completed a “kindness” introductory activity (November 2018). 
- The “Maynard Kindness Challenge was kicked off on November 13th – World Kindness Day throughout the school. Staff modelled kindness with a recognition activity for one another the week leading up to our kick-off. 
- We read inspirational quotes on the announcements weekly. Educators will take time to discuss the quotes with students.
- A variety of bulletin boards have been created throughout the school to showcase our kindness initiative.



- A “Kindness Counts” section has been added to our newsletters to communicate our work with families.

Kindness Counts!
Our entire school was focused on kindness to others in the month of December. As a school we collected non-perishable food items for the Spirit of Giving Campaign and raised funds to support a Refugee family new to the area. It is great to see we have such a kind school community here at Maynard – Go Mustangs!

Kindness Counts!
Our school kindness focus has continued into 2019. Students continue to learn about developing social emotional skills and how to treat others with kindness. As part of our “Kindness Spirit Week” we will be wearing pink and having a kindness assembly on Wednesday, February 27th at 9:30 am. Our students will be sharing their learning about kindness and staff will be recognizing students for their kind acts and behavior. Parents are welcome to attend the assembly.

Kindness Counts!
As part of our School Improvement Plan for 2018-19, we will be explicitly teaching kindness to our students 180 days a year. We will be using a variety of hands-on activities and will also have daily announcements for our students throughout the year. We will be building on our kindness curriculum throughout the year.

- All staff have co-constructed success criteria for “what counts, matters, and is important about being kind”. 

- Student Council “Kindness Committee” organized a fundraising project for “Backpacks for Refugees”. The committee raised \$500 to purchase backpacks and supplies for newcomers to the Brockville area. The backpacks were presented on January 11th, 2019. 

Reflect Due: November 16, 2018 & February 8, 2019

November 16th, 2018:
Staff, students, and families have embraced the SIPSA-Wellness plan for 2018-19 and the explicit teaching of social emotional skills with a focus on kindness. A next step is for all staff to co-construct the success criteria with students for “what counts, matters, and is important about being kind”. This will be completed by December 21st, 2018 and posted in all classrooms. The criteria will evolve throughout the year as students learn more. At the next wellness team meeting a student recognition process will be established and a tool to collect student voice data (quantitative and qualitative will be developed).

February 8th, 2019:
All staff have co-constructed the success criteria for “what counts, matters, and is important about being kind”. There is intentional teaching in all classrooms using the *Kindness Curriculum* to teach social emotional skills. Staff are using a common language with students to discuss social issues and resolve conflicts through the lens of kindness. “Kindness Spirit Week” has been planned for February 25th – March 1st including a Kindness Assembly on February 27th for Anti-Bullying – *Wear Pink Day*. Staff will kick off our student recognition program for “Kindness” at the February 27th assembly. Staff, students, and families continue to be positive about our Wellness plan to increase a sense of belonging through teaching students to be kind. The next step for the wellness team is to develop a student survey as a tool to identify students who may require a more targeted tier three approach to improve their sense of belonging at Maynard PS. Along with our continued whole school efforts around kindness, an additional tier three approach will be the focus of our second cycle of inquiry this year.

2nd CYCLE OF INQUIRY

Theory of Action: Due February 15, 2019

If we use a school wide tier one approach to explicitly teach kindness most students will feel a sense of belonging in their classroom and school community. If we develop a tier three approach to further support focus students, those students will feel an increased sense of belonging at Maynard Public School.

	<p>Pre: Quantitative Evidence Due: February 15, 2019</p> <ul style="list-style-type: none"> • 100% of staff have adopted a school-wide approach to teaching social emotional skills through kindness for the year. Educators have planned and delivered lessons from the “<i>Kindness Curriculum</i>” (at minimum- one lesson per month). • In January 2019, 100% of classes have visible evidence of instruction related to social emotional skills. • In January 2019, 100% of educators have visible evidence of success criteria that have been co-created with their students about being kind. • The student voice data from March 2018 needs to be updated. 	<p>Mid: Quantitative Evidence Due: April 12, 2019</p>	<p>Post: Quantitative Evidence: Due: May 31, 2019</p>
	<p>Qualitative Anecdote Due: February 15, 2019</p> <ul style="list-style-type: none"> • The language of kindness is prevalent throughout the school (within classrooms and on the playground). • Staff continue to use a common language and approach to teach kindness. Staff have identified a desire to create a school-wide recognition program to celebrate kindness. • There has been a reduction in office referrals related to classroom and yard behavior between students. • The student voice data from March 2018 needs to be updated. 	<p>Qualitative Anecdote Due: April 12, 2019</p>	<p>Qualitative Anecdote Due: May 31, 2019</p>
<p>Plan Due: February 15, 2019</p> <p>During the learning team meeting, educators developed a “kindness” recognition program for students, planned a “kindness spirit week” (including a kindness assembly for February 27th), and developed a student voice survey to be administered to all students in grades JK-6. The wellness team will review the data from the student voice survey to plan tier three interventions for those students who indicate that they do not feel a sense of belonging within the Maynard PS community.</p>	<p>Act Due: February 15, 2019</p> <ul style="list-style-type: none"> • Educators developed a program to recognize students and highlight kindness throughout the school. Our first group of students will be recognized at our assembly on February 27th. All classes will present something at the assembly related to kindness. • Educators planned a “kindness spirit week” from February 25th to March 1st. • Educators created a student voice survey to be administered by members of the wellness team in March for students in grades JK-6. • The wellness team will meet to review the student survey data and plan tier three interventions for students identified by the survey as needing additional support to feel a sense of belonging at Maynard. 	<p>Assess Due: April 12, 2019 & May 31, 2019</p>	<p>Reflect Due: April 12, 2019 & May 31, 2019</p>